North Dakota English Language Arts

Grade 2

Adopted 2023

Second Grade **Foundations Of Literacy**

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Phonics and Word Study

8. Decode words with phoneme-grapheme correspondences: 2.F.8
    a. vowel teams 2.F.8.A
    b. diphthongs 2.F.8.B
    c. three consonant blends 2.F.8.C
    d. other r-controlled 2.F.8.D
    e. silent e in multisyllabic words 2.F.8.E
    f. r-controlled in multisyllabic words 2.F.8.F
    g. vowel team in multisyllabic words 2.F.8.G
    h. consonant le 2.F.8.H
    i. homophones 2.F.8.I
    j. irregularly spelled high-frequency words 2.F.8.J
    k. silent letter combinations 2.F.8.K
    l. schwa 2.F.8.L
    m. common derivational suffixes (e.g., -ly, -ful, -able) 2.F.8.M
9. Encode words with phoneme-grapheme correspondences: 2.F.9
    a. closed and open syllables 2.F.9.A
    b. vowel teams 2.F.9.B
    c. soft and hard c and g; s as /z/ 2.F.9.C
    d. r-controlled 2.F.9.D
    e. prefixes and suffixes 2.F.9.E
    f. functions of y 2.F.9.F
    g. contractions 2.F.9.G
    h. irregularly spelled high-frequency words 2.F.9.H
10. Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., synonyms, antonyms, homophones, and homographs). 2.F.10
11. Use new academic, content-specific, grade-level vocabulary, connecting previously learned words and relating new words to background knowledge. 2.F.11
    a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning. 2.F.11.A

Fluency

12. Read accurately and automatically a variety of second-grade texts with expression, phrasing, purpose, and understanding. 2.F.12

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Foundations of Writing

13. Write uppercase and lowercase letters accurately and automatically for all writing purposes. 2.F.13
14. Write a paragraph including multiple complete sentences on a topic. (Example structures for organization may include but are not limited to the summary, disciplinary literacy response, opinion, or informative.) 2.F.14

Communication

Presentational Communication

1. Report on a topic or text, tell a story or recount an experience to a targeted audience with relevant facts and descriptive details. 2.C.1
2. Speak audibly in complete sentences when proper to the task and situation to provide requested details or clarifications. 2.C.2
3. Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe. 2.C.3
4. Use grade-appropriate conversational, general academic, and domain-specific words and phrases. 2.C.4

Collaboration

5. Begins in sixth grade. 2.C.5
6. Participate in conversations by linking comments to the remarks of others and asking questions. 2.C.6
7. Work collaboratively by following agreed-upon rules and following/offering multi-step oral directions. 2.C.7

Reading

Comprehension

1. Comprehend information during and after listening to a grade-level text. 2.R.1
2. Ask and answer questions about key details before, during, and after reading a variety of literary and informational texts to compare, contrast, predict, or infer. 2.R.2

A. Identify the main idea with supporting details during or after reading an informational text or passage. 2.R.3.A

B. Retell the plot to include the beginning, middle, and end of a literary text after reading. 2.R.3.B

4. Begins in fourth grade. 2.R.4
5. Determine the meaning of unknown words and phrases through a variety of text experiences. 2.R.5

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Text Analysis

6. Identify text features (e.g., timeline, maps/legends, graphs/charts, subheadings) and use previously learned text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage. 2.R.6
7. Begins in third grade. 2.R.7
8. Use a variety of fiction and poetry texts. 2.R.8
    a. Describe characters' feelings or traits during or after listening to a story. 2.R.8.A
    b. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) or the same type of poem by different authors or from different cultures after listening to a story or poem. 2.R.8.B

Writing

Text Types and Structure

1. Produce writing appropriate to the task, purpose, or audience. 2.W.1
2. Write using an organizational structure that introduces a topic, includes supporting sentences, and provides a sense of closure. 2.W.2
3. Write informative pieces that include factual details on the topic. 2.W.3
4. Write opinion pieces on a topic using reasons to support the opinion. 2.W.4
5. Write narrative pieces that describe a well-elaborated event in sequence. 2.W.5

Writing Process and Craft

6. Develop and strengthen writing utilizing the five steps appropriate to the task. 2.W.6
    a. Planning: Generate ideas and plan (e.g., orally rehearse, graphic organizer, peer feedback). 2.W.6.A
    b. Drafting: Develop writing from the planning process. 2.W.6.B
    c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. 2.W.6.C
    d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. 2.W.6.D
    e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece. 2.W.6.E
7. Write with intentional word choice that integrates emotion or descriptive language. 2.W.7

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Language Usage

1. Compose simple and compound sentences. 2.L.1
    a. Begin with a capital letter and capitalize proper names, holidays, months, and days of the week. 2.L.1.A
    b. Conclude with appropriate punctuation including the period, question mark, or exclamation mark. 2.L.1.B
2. Recognize and use parts of speech in sentences: 2.L.2
    a. common, proper, and irregular plural nouns 2.L.2.A
    b. tenses of verbs (i.e., past, present, future) 2.L.2.B
    c. the simple subject and simple predicate of a sentence 2.L.2.C
    d. descriptive adjectives and articles (i.e., a, an, the) as adjectives 2.L.2.D
    e. singular and plural personal pronouns, and the nouns they replace 2.L.2.E
    f. the conjunctions and, or, but 2.L.2.F

Inquiry And Research

1. Begins in third grade. 2.IR.1
2. Locate important information on a topic in a provided source during a shared or interactive experience. 2.IR.2
3. Use organizational tools to track information from a provided pair of sources relevant to a topic in a shared or interactive experience. 2.IR.3